Teaching Style Inventory

This instrument results in a Teaching Style Profile.
Columns of numbers from left to right represent:
- Never
- Rarely
- Occasionally
- Frequently
- Always

Question 1: Instructional Planning
Directions: Circle the number that best describes how often you use each of the following planning techniques.

	Never			Always	
a) Diagnosis and prescription for each student	1	2	3	4	5
b) Whole-class lessons	5	4	3	2	1
c) Contracts, Programmed Learning Sequences, or Multisensory Instructional Packages	1	2	3	4	5
d) Creative activities with student options	1	2	3	4	5
e) Programmed materials or drill assignments	1	2	3	4	5
f) Small-group assignments	1	2	3	4	5
g) Task Cards or games	1	2	3	4	5
h) Objectives, varied for individuals	1	2	3	4	5
i) Peer tutoring or Team Learning	1	2	3	4	5
j) Role playing or Simulations	1	2	3	4	5
k) Brainstorming or Circles of Knowledge	1	2	3	4	5
l) Students design their own studies	1	2	3	4	5

Question II: Teaching Methods
Directions: Circle the number that best describes how often you use each of the following teaching methods.

	Never			Always	
a) Lecture (whole class)	5	4	3	2	1
b) Teacher demonstration	5	4	3	2	1
c) Small groups (3-8)	1	2	3	4	5
d) Media (films, tapes, etc.)	1	2	3	4	5

e) Class discussion (question-answer)   5 4 3 2 1

f) Individualized diagnosis and prescription for each   1 2 3 4 5
student

Question III: Teaching Environment
Question 3.1: Student Groupings
Directions: Circle the number that best describes how often you use each of the following types of groupings.

	Never			Always	
a) Several small groups (3-8 students)	1	2	3	4	5
b) Pairs (2 students)	1	2	3	4	5
c) Independent study assignments (student works alone)	1	2	3	4	5
d) One-to-one interactions with the teacher	1	2	3	4	5
e) Two or more of the above groupings at one time	1	2	3	4	5
f) One large group (entire class)	5	4	3	2	1

Question 3.2: Room Design
Directions: Circle the number that best describes how often you use each of the following classroom designs.

	Never			Always	
a) Rows of desks	5	4	3	2	1
b) Small groups of 3-8 students	1	2	3	4	5
c) Learning Stations or Interest Centers	1	2	3	4	5
d) A variety of areas	1	2	3	4	5
e) Individual and small-group (2-4) alcoves, dens, "offices"	1	2	3	4	5
f) Three or more of the above arrangements at the same time	1	2	3	4	5

Question 3.3: Teaching Environment
Directions:
Circle the number that best describes your present instructional environment.

	Never			Always	
a) Varied instructional areas are provided in the classroom for different, simultaneous activities	1	2	3	4	5
b) Nutritional intake is available for all students as needed	1	2	3	4	5
c) Instructional areas are designed for different groups that need to talk and interact	1	2	3	4	5
d) Varied time schedules are in use for individuals	1	2	3	4	5
e) Students are permitted to choose where they will sit and/or work	1	2	3	4	5

f) Many multisensory resources are available in the classroom for use by individuals and groups   1 2 3 4 5

g) Alternative arrangements are made for mobile, active, or overly talkative students   1 2 3 4 5

Question IV: Evaluation Techniques
Directions: Circle the number that best describes how often you use each of the following evaluation techniques.

	Never				Always
a) Observation by moving from group to group and among individuals	1	2	3	4	5
b) Teacher-made tests	1	2	3	4	5
c) Student self-assessment tests	1	2	3	4	5
d) Performance tests (demonstrations rather than written responses)	1	2	3	4	5
e) Criterion-referenced achievement tests based on student self-selected, individual objectives	1	2	3	4	5
f) Criterion-referenced achievement tests based on small-group objectives	1	2	3	4	5
g) Standardized achievement tests based on grade-level objectives	1	2	3	4	5
h) Criterion-referenced achievement tests based on the individual student's potential	1	2	3	4	5

Question V: Teaching Characteristics
Directions: Circle the number that best describes you as a teacher.

I tend to be:

	Never				Always
a) Concerned with how students learn (learning style)	1	2	3	4	5
b) Prescriptive (with student options)	1	2	3	4	5
c) Demanding-with high expectations based on individual ability	1	2	3	4	5
d) Evaluative of students as they work	1	2	3	4	5
e) Concerned with how much students learn (grade-level standards)	1	2	3	4	5
f) Concerned with what students learn (grade-level curriculum) . .	1	2	3	4	5
g) Lesson plan-oriented	1	2	3	4	5
h) Authoritative to reach group objectives	1	2	3	4	5

Question VI: Educational Philosophy
Directions:
Circle the number that best describes your attitude toward each of the following approaches and concepts.

	Never				Always
a) Open education	1	2	3	4	5
b) Diagnostic-prescriptive teaching	1	2	3	4	5
c) Multiage groupings	1	2	3	4	5
d) Matched teaching and learning styles	1	2	3	4	5
e) Alternative education	1	2	3	4	5
f) Student-centered curriculum	1	2	3	4	5
g) Behavioral or performance objectives	1	2	3	4	5
h) Humanistic education	1	2	3	4	5
i) Independent study	1	2	3	4	5
j) Individualized instruction	1	2	3	4	5
k) Traditional education	5	4	3	2	1
l) Whole-group achievement	5	4	3	2	1
m) Grade-level standards	5	4	3	2	1
n) Teacher-dominated instruction	5	4	3	2	1

Scoring Key

All questions are weighted according to the relative importance of each item. Simply multiply the weight assigned to the technique by the number selected for the frequency.
Example: I a) Diagnosis and prescription for each student-3-Occasionally

Item	Weight	Frequency	Score
a	5	x 3	= 15

Complete each item and the total for each question. Then chart the totals on the Teaching Style Profile. This analysis and the predictor profile will aid you in matching students and teachers.

Weight Key

1. 1. Traditional
2. 2. Somewhat traditional
3. 3. Transitional
4. 4. Somewhat individualized
5. 5. Highly individualized

Adapted From Dunn & Dunn (1993)

Nearly all educators agree with the goal of differentiating instruction, but teachers may lack strategies for making it happen. Here are some of the many strategies—in addition to flexible grouping and tiered activities—that teachers can use to avoid lockstep instruction:

- **Stations.** Using stations involves setting up different spots in the classroom where students work on various tasks simultaneously. These stations invite flexible grouping because not all students need to go to all stations all the time.

- **Compacting.** This strategy encourages teachers to assess students before beginning a unit of study or development of a skill. Students who do well on the pre-assessment do not continue work on what they already know.

- **Agendas.** These are personalized lists of tasks that a student must complete in a specified time, usually two to three weeks. Student agendas throughout a class will have similar and dissimilar elements.

- **Complex Instruction.** This strategy uses challenging materials, open-ended tasks, and small instructional groups. Teachers move among the groups as they work, asking students questions and probing their thinking.

- **Orbital Studies.** These independent investigations, generally lasting three to six weeks, revolve around some facet of the curriculum. Students select their own topics, and they work with guidance and coaching from the teacher.

- **Entry Points.** This strategy from Howard Gardner proposes student exploration of a given topic through as many as five avenues: narrational (presenting a story), logical-quantitative (using numbers or deduction), foundational (examining philosophy and vocabulary), aesthetic (focusing on sensory features), and experiential (hands-on).

- **Problem-Based Learning.** This strategy places students in the active role of solving problems in much the same way adult professionals perform their jobs.

- **Choice Boards.** With this strategy, work assignments are written on cards that are placed in hanging pockets. By asking a student to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

4MAT. Teachers who use 4MAT plan instruction for each of four learning preferences over the course of several days on a given topic. Thus, some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. As a result, each learner has a chance to approach the topic through preferred modes and also to strengthen

weaker areas.

Strategies for At-Risk Students

Most at risk learners are tactual, kinesthetic or bodily/kinesthetic style learners who have low visual and auditory skills which explains their inability to read well.

- ➢ Teach at risk learners through their perceptual strengths.
- ➢ Use hands-on materials to introduce new and difficult information.
- ➢ Use a collegial non-confrontational attitude toward students when addressing behavioral problems.
- ➢ Design informal seating arrangements and varied lightening.
- ➢ Give adequate structure and follow up in making assignments.
- ➢ Provide constant feedback.
- ➢ Give assignments in short segments and monitor frequently.
- ➢ Praise often during the process when completing tasks.
- ➢ Use red acetate to help learners focus on reading material. Add to overheads during lectures.
- ➢ Experiment with using varied color acetate with different students.
- ➢ When possible arrange difficult classes in late morning or afternoon.
- ➢ Provide options when making assignments and in test giving.
- ➢ Make students responsible for consequences of their actions.
- ➢ Establish an environment which promotes high expectations for all learners.
- ➢ Do not allow home, community, or personal problems to become excuses for inability to learn.
- ➢ Use humor or stories to connect and introduce new information.
- ➢ Show relevancy of lessons to real life.
- ➢ Use graphic organizers, maps, charts, pictures, and images to help students connect to new information.

TEXTBOOK READING

What are the usual directions given by a teacher when wanting the students to use a textbook?
Outcomes limited to terms of concepts and facts
What do students usually do if they come to a word they don't know?

Emphasize strategies as the primary outcome – Concepts Change!

UNKNOWN VOCABULARY
Word attack strategies (spelling spectrum)
Prefixes/Suffixes
Context Clues
Glossary
Dictionary

Prior Knowledge
Pre-teach if necessary before the chapter is introduced
Pre-teach chapter concepts

1. Chapter Introduction - Warm-Up
Beginning – Title and Introduction
Middle – Headings and Subheadings
End – Summary and Questions

2. Read Chapter With Class
Read paragraph to students
Read paragraph with students
Use Cloze Strategy
Partner – Side By Side
Partner – Lap To Lap
Read silently or independently

3. Select or Introduce Strategy to Extract Concepts and Facts from Chapter
Active Reading – Read, Cover, Recite, Check (class, partners, individuals)
Indentation Note Taking - RCRC
Mapping – RCRC

COPING STRATEGIES
Highlight Critical Points
Audio Tapes of Chapter
Volunteer Readers
Read to Students

STRATEGIES ARE MORE CRITICAL THAN CONCEPTS

Moons of Jupiter
Eastern European Countries
Parts of an Atom

Virginia Begins To Grow

A COLONY BUILT ON SMOKE

You read in Lesson 1 that the first years at Jamestown were filled with troubles. But life began to get better after 1614. That year, a colonist named John Rolfe married Pocahontas. Their marriage brought peace between the colonist and the Powhatan.

Rolfe also found a way for the colonist to make money. Smoking was just becoming popular in England. So Rolfe worked at growing tobacco until he found a type that was "strong, sweet, and pleasant as any under the sun."

In England, Rolfe's Tobacco was worth its weight in gold. King James I hated the "stinking weed." Smoking, he said, was "hateful to the
nose, harmful to the brain, dangerous to the lungs." But his people did not listen. They puffed away on pipes filled with tobacco.

Jamestown went tobacco crazy. Colonist planted it everywhere – even in the streets and in the graveyard.

Then in 1618, the Virginia Company encouraged colonist to plant even more tobacco by giving them land of their own. Until then, everyone worked on land owned by the company. And as John Smith wrote, "Glad was he who could slip from his labor or sleep on the job." When the colonist worked on their own land, they did in a day what had once taken a week.

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